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AUTHOR Peters, Richard
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ABSTRACT

The program described in this guide provides a method of researching and comparing diverse cultures for middle and high school students. Teams of students investigate cultures from around the world and present findings to the entire class. The team approach enables the class to be exposed to a variety of materials and gives students experience in instructing their peers. The guide contains information to assist in the development of a culture trait studies program within a social studies curriculum. Definitions in the guide assist the investigations as do the extensive lists of culture traits to be researched. A "Globescope Matrix" provides an example of how student research may be organized and displayed. Suggestions of exercises and enrichment activities allow for further investigation. (CK)

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HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

G L O B E S C O P E

Student Involvement in Culture Trait Studies as Part of the Social Studies Curriculum in Grades 5 - 12

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Richard Peters, Ed.D.

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EVERY culture and society can be readily identified by its unique customs, ceremonies, rituals, and systems for conducting daily affairs.

By studying (and comparing) the traits of diverse cultures and societies, students can begin to understand those characteristics that make groups different -- and alike as well.

HUMANS & ENVIRONMENT LEARNING PROGRAM (HELP)

H/ELP is one way that students can be formally introduced to diverse cultures and societies -- whether those cultures and societies be nearby/close to home or distant/far-removed and on a global scale.

Working ib cooperative learning groups, students can research several groups and identify specific culture traits related to each. Thus, by having several research teams, a classroom teacher can make certain that students learn about many different groups in a relatively short period of time.

Each research team becomes the 'teacher' in the room when it presents its findings to the entire class. Thus, a degree of peer instruction in woven into the fabric of the culture studies program.

trait a distinguishing quality or characteristic

Webster's New World Dictionary © 1974

FAMILY: STRUCTURE/FUNCTIONS

Matriarchal: a woman rules the family.

Patriarchal: a man rules the family.

Nuclear: father/mother and their offspring.

Extended: father/mother and their offspring plus grandparents/other relatives.

To rear children.

To socialize children.

To perpetuate the species.

To meet the basic needs of each family member.

To provide security.

To provide shelter.

To provide companionship/love.

To perpetuate the family name through the generations.

The father works and provides all family members with their basic needs.

The father/mother work and provide all family members with their basic needs.

The mother works and provides all family members with their basic needs.

The mother rears the offspring.

The mother educates the offspring.

The mother socializes the offspring.

GOVERNMENT: STRUCTURE/FUNCTIONS

Autocracy: one person has supreme power.

Democracy: the people, directly or through representation, rule.

Monarchy: hereditary ruler.

Oligarchy: a few persons have ruling power.

To provide security to subjects, e.g., economic, military, political, and social.

To ensure stability within a culture/sociaty.

To provide goods/services to meet the basic needs of citizens.

To formulate policies and to institute programs.

To provide for a succession of leaders/rulers.

To enlist the support of the masses for the system as well as for enacted policies and programs.

To provide a legal framework for individual/collective behavior.

To promote the common welfare of the citizenry.

To represent a culture/society or nation among several cultures/societies/nations.

To provide a currency of exchange or a system for the exchange of goods and services.

To promote manufacturing and production of goods and services.

To educate the masses.

To meet the health and safety needs of the masses.

To promote loyalty and patriotism.

RELIGION: STRUCTURE/FUNCTIONS

Monotheistic:	belief that there is only one god.
Polytheistic:	belief in more than one god.
Buddhism:	a religion of Asia teaching that by right living one achieves Nirvana.
Christianity:	a belief in Jesus as the Christ.
Hinduism:	the principal religion and social system of India
Islam:	the monotheistic religion of Moslems -- believers in Mohammed.
Judaism:	the Jewish religion.

To explain the mysteries of life.

To prepare individuals for death.

To explain 'life after death'.

Formal ceremonies.

Holidays are celebrated.

Sacred places/objects.

Priesthood class.

Principles and teachings.

Mores and values.

Codes of behavior/conduct.

Icons, objects/statues.

Clothing/status symbols. e.g., vestments, rings, seals, and staffs.

To explain the unknown -- to answer the WHYs?

Formal worship.

EDUCATION: STRUCTURE/FUNCTIONS

Mass education:	a formal system that educates everyone in the culture or society.
Private education:	a formal system for a select population within the culture or society.
Public education:	a formal system for everyone in the culture or society -- free of cost.

To instill within everyone selected concepts. knowledge, and skills.

To formally introduce individuals to diverse disciplines of knowledge.

To prepare individuals for productive membership in society.

To equip individuals with marketable skills.

To formally introduce individuals to their culture/ society and related history.

To produce a technical class of workers.

To produce professionals in the fields of medicine, technology, law, education, and the military.

To socialize individuals.

To pass on the culture's/society's heritage -- from generation to generation.

To expose individuals to diverse thoughts, theories, other parts of the global environment, personalities, etc.

To produce literate individuals who can participate in the functions of the culture/society, and who can read, write, and successfully communicate with fellows.

FOOD/DIET

Carbohydrate:	an organic compound composed of carbon, hydrogen, and oxygen, e.g., a sugar or starch.
Protein:	any of a class of complex nitrogenous substances occurring in all living matter and essential to diet.
Fat:	any compound or substance that is oily and contains 'fat' substances.

The types of fruits, vegetables, and fleshy foods available for consumption.

The types of foods that are grown in the wild and harvested for consumption.

The types of foods that are cultivated/grown on prepared land.

The types of foods that are imported from other places/lands for consumption.

The types of foods that can be grown in sea-level regions, on plateaus, in hilly regions, in the mountains.

The temperatures required to grow certain crops/ foods in given areas.

The climate change (seasons) required to grow certain crops/foods in a given area.

The quantity of different foods grown/harvested for consumption by the population.

The quantity of different foods grown/ harvested that are exported.

The types of farming techniques used, e.g., crop rotation, fertilizers, organic gardening, pesticides.

SHELTER TYPES

Permanent dwellings such as wood houses, stone houses, concrete structures.

Temporary dwellings such as teepees, lean-tos, tree houses.

Structures made of man-made materials.

Structures made of materials gathered from nature.

Structures that evidence the temperature/climate of a region, e.g., thatched huts, palm frawn roofs, igloos.

Structures that evidence the lifestyles of the inhabitants, e.g., nomadic, sedentary.

Structures that are close to the ground or high-rise.

Structures that are so constructued to withstand the elements/conditions in a given area/region.

Structures that represent the art forms of the culture/society.

Structures that serve specific functions, e.g., housing, business enterprises, government functions, cultural activities such as museums and art galleries, health care, etc.

TOOLS/WEAPONS

Items used to perform work.

Items used to wage war against others.

Simple tools or complex tools.

Simple weapons or complex weapons.

Bows-and-arrows
ICBMs
Spears/lances
War clubs
Automatic weapons
Nuclear devices

Tools that are manufactured within the culture or society.

Tools that are imported.

Weapons that are manufactured within the culture or society.

Weapons that are imported.

How weapons are used -- for defensive purposes, for offensive purposes.

TECHNOLOGY

Applied science to achieve goals/accomplish tasks.

Simple/primitive·

Complex/sophisticated.

Requires highly skilled individuals to operate the tools of technology.

Used to complete complicated/time consuming tasks in a fraction of the time it would take for humans to complete the same task(s).

Generated within the culture or society.

Borrowed from other cultures or societies.

Technology devices are readily available to the masses in the culture or society.

Technology is used to educate, to inform, to speed up processes, to conduct affairs of business and government.

Technology devices are used to entertain the masses, e.g., films, videos, computers, disc players.

Technology training/knowledge is found in the masses of the culture or society.

Technology (devices and programs) is perceived to be a tool to serve humans.

ECONOMIC SYSTEM

Of the production, distribution, and consumption of wealth.

Of the satisfaction of the material needs of people.

Of the various problems of labor, finance, and taxation.

The management of the income, expenditures of a household, private business, community, or government.

Careful management of wealth and resources; both natural and human.

Micro-economics.

Macro-economics.

Private ownership of property.

Profits.

Government ownership of property.

Currency of exchange.

Barter system.

Manufacturing/production of goods and services.

Investments/stocks/bonds.

Savings.

Deficit spending.

Balanced budget(s).

Profit-sharing.

Free enterprise.

Income taxes, property taxes, corporate taxes, etc.

Sources of revenue.

SOCIAL ROLES/STATUS

The specific function(s) performed by individuals in the family, group, or society.

The position or rank that an individual holds in the family, group, or society.

Vestments and other symbols of social status.

The specialized duties of individuals in the public sector, the private sector, the family, etc.

Appointment to a status position.

Election to a status position.

The authority/power related to a status position.

The responsibilities related to a status position.

The importance of education, wealth, tradition, family name, accomplishments to status attainment.

Ways in which others are dependent upon the roles/ status of others in the culture or society.

Heredity status, e.g., family name, ancestor achievements, and wealth.

SEX ROLE STEREOTYPING

Social functions of individuals determined by one's gender.

Work that can only be done by members of a gender.

Work that can be done by either gender.

Traditional roles of MEN and WOMEN in a culture or society.

Educational/occupational opportunities made available to one gender and not to the other.

Educational/occupational opportunities denied to one gender.

DIVISION OF LABOR

Specific tasks done by individuals of a particular gender.

Specific tasks done by individuals of a particular age.

Specific tasks done by individuals who have attained a prescribed level of education/skills training.

Manufacturing/production of goods related tasks.

Home-making tasks.

National security-related tasks.

Business-related tasks.

Services-related tasks.

Sex role stereotyping (tradition).

Social/economic class/caste-related tasks.

Hereditary tasks/functions to be performed in the culture or society.

SOCIAL CLASS(ES)

Economic foundation for class identification.

Performance/skills-related basis for class identification.

Education-related basis for class identification.

Vertical social mobility.

Horizontal social mobility.

Middle class phenomenon.

Rags-to-riches notion of social mobility.

Caste system.

Related social status/roles.

RECREATION/LEISURE TIME

Organized.

Informal.

Opportunities for recreation/leisure-time available to all members of the culture or society.

Opportunities for recreation/leisure-time available only to specific classes/castes.

Inexpensive.

Expensive.

Public facilities provided to the masses by the culture or society.

Facilities are privately owned/controlled.

Types of activities in which members of the culture or society engage, e.g.,

tennis
golf
fishing
shooting/hunting
racing
spectator sports
swimming/bathing
music festivals
theme parks
travel
camping.

Periodic or on-going throughout a calendar year.

Related to religious or cultural ceremonies.

ENTERTAINMENT

Used to indoctrinate the masses in the culture or society.

Used to inform the masses in the culture or society.

A leisure-time diversion from everyday routines.

Formal.

Informal.

Live performances.

Films/videos.

Inexpensive - available to the masses.

Reflective of contemporary issues, events, problems, and situations.

Used for propoganda purposes.

Entertainers forms a clique or special class in the culture or society.

MILITARY

Standing armed forces.

Voluntary armed force.

Offensive or defensive posture.

Chain of command/rank/authority.

Types of weapons systems.

Role the military plays in carrying out a culture/ society's relationship(s) with others.

Protection of a society's homeland and territories.

INTERNATIONAL RELATIONS

Formal relations with other cultures/societies and nations.

Exchange of diplomats.

Formal recognition of other governments.

Policies of trade, cultural exchange, mutual defense, and technological development.

Membership in the United Nations (UN).

Membership on international committees/commissions.

Treaty agreements.

Participation in decisions of the World Court in the Hague.

Membership in the North Atlantic Treaty Organization (NATO), South East Asia Treaty Organization (SEATO) etc.

Participation in international meetings/conferences.

Sponsor of international endeavors.

Establishing peaceful boundries with neighboring cultures/societies and nations.

Policies of isolation with neighboring cultures/ societies and nations - as well as the entire global community.

Use of mas media, e.g., press, television, motion pictures, rallies/speeches, for propaganda purposes.

xenophobia: fear or hatred of strangers or foreigners.

DRESS

Costumes for ceremonial purposes.

Dress to denote roles/status.

Everyday dress for the masses in the culture or society.

Amount/quantity of clothing/dress worn because of temperatures/climate/seasons of the year.

Color of costumes/dress.

Dress represents the folkways/mores/values of the culture or society OR is imported from other cultures or societies.

Dress is manufactured in large quantities OR made in the home.

Dress is made from natural materials found in the immediate environment.

Dress is made from man-made materials - either in the culture or society OR imported.

Different dress for different classes/castes.

Dress to denote achievements.

Dress to denote authority/power.

Informal dress.

Formal dress.

Dress that denotes a clan or 'family' - as distinguished from other clans or families.

MANUFACTURING/PRODUCTION OF GOODS

Management/utilization of natural resources in the manufacturing/production process.

Management/utilization of human resources in the manufacturing/production process.

Facilities available to manufacture goods for use by the population of the culture or society.

Raw materials that are necessary in the manufacturing/production process are available within the boundries of the culture or society.

Raw materials that are necessary in the manufacturing/production process are not available within the boundries of the culture or society.

State-of-the-art manufacturing facilities or out-dated facilities.

Dependence upon imported finished goods.

Private ownership of manufacturing/production facilities.

Public/government ownership (or control) of manufacturing/production facilities.

Labor unions/organized labor force.

Skilled labor required to compliment the manufacturing/production process.

Unskilled labor force required to compliment the manufacturing/production process.

Consumer goods.

Military goods.

Goods for exporting to other cultures/societies.

Certain goods available only to members of certain classes/castes.

Goods used for leisure-time and recreation.

Quality of manufactured goods.

CUSTOMS/CELEBRATIONS/RITUALS

Organized activities to celebrate important dates, events, or people in the history of a culture or society.

Special garments used to conduct activities.

Ways of doing things passed down from generation to generation within the culture or society.

Holidays.

Contemporary events.

Folkways/mores/values.

Formal ways of conducting ceremonies or holidays.

A means of socialization in the culture or society; making every new member a part of the larger group.

Prescribed ways of conducting one's self, of doing things, of saying things.

Poetry and music related to celebrations and rituals.

Dance related to celebrations and rituals.

Acting out events in the culture's/society's history.

FOLKWAYS/MORES/NORMS/YABOOS

Informally agreed-upon rules of personal conduct in given situations, e.g., table manners, language used in conversations, and proper dress for given occasions.

Codified rules (laws) that dictate DOs and DON'Ts for all members of the culture or society.

Laws/statutes that dictate behavior in social interaction situations.

Things that are never said or done in social settings, e.g., vulgar language, nudity, gestures made to offend others.

Those behaviors agreed-upon by the majority of the culture/society to be proper and right.

Sub-culture behavior, language, dress, etc. that is permitted by the larger culture/society.

A law enforcement system/court system that pursues and punishes those who violate the norms of the culture or society.

Offenses against society that will be punished -- even by death of the offender(s):

murder
rape
robbery
violence against another person
lying
cheating
false witness
being a traitor

HISTORY: PEOPLE, PLACES, THINGS and EVENTS

Notable personalities who have contributed to the development of the culture/society.

Physical sites or locations that have importance in a culture's/society's history or development.

Objects that have importance in a culture's/society's history or development.

Goings-on or processes that have importance in a culture's/society's history or development.

Inventions that have promoted a culture or society.

Processes that have enhanced the welfare of a culture or society.

Important happenings that had an impact upon a culture's/society's improvement or development.

Decisions that were made by individuals/groups that influenced the development/prosperity of a culture or society.

A timeline of events that led to historic events and significant outcomes in a culture's/society's growth/development.

Quotes/comments made by significant people in the history of the culture or society.

G L O B E S C O P E

The GLOBESCOPE matrix can be used, by students, to display data collected regarding diverse human cultures and societies.

Using a combination of the several culture traits discussed on pages 3 - 24 of this text, students research selected cultures and record information gleaned from personal interviews, books, travel logs, television programs, magazine articles, etc.

Working in small inquiry teams, students are assigned specific tasks to accomplish. Once data has been collected, team members analyze it, and develop data cards -- to be attached to the matrix board.

When data cards, for the several cultures, have been attached to the matrix, students can visually compare ways in which diverse cultures are similar and different re: specific traits.

Each student can be given a desk top matrix to fill out (with data supplied by each team) and to include into a social studies class notebook.

GLOBESCOPE encourages students to role play researching social scientists, and provides a vehicle for the visual comparison of diverse cultures.

GLOBESCOPE MATRIX

T R A I T S

CULTURE	1	2	3	4	5	6
A						
B						
C						
D						
E						
F						

1 FOOD/DIET
2 DRESS
3 GOVERNMENT
4 ECONOMIC SYSTEM
5 FAMILY STRUCTURE
6 TOOLS/WEAPONS

CULTURE STUDIES: ENCOUNTERS

Students research primary/secondary sources for culture trait data.

Students write to pen pals in other cultures and societies.

Students listen to guest speakers from other cultures/societies.

Students interview citizens of other nations.

In the local community, students observe culture exhibits, ceremonies, rituals, and festivals.

Audiovisual presentations are used to introduce students to aspects of diverse cultures re: traits.

Students research family backgrounds - to determine culture identity.

Students use globes and maps to locate diverse cultures/societies being studied.

Students write to the United Nations for information about member nations.

Students write to embasies for information about nation-states, cultures, and societies.

Students collect pictures, from print sources, that depict the culture traits of diverse cultures and societies and create bulletin board displays.

Students study the art, music, and dance of diverse cultures and societies.

Students collect print materials from different cultures and societies - to study languages in print, the composition of articles in magazines and newspapers, etc.

Students study the history of selected cultures and societies.